

Houghton Mifflin Harcourt
Math in Focus, The Singapore Approach, Grades 3-5

Degree of Evidence regarding the Standards for Mathematical Practice:

Minimal evidence

Summary of evidence:

1. **Make sense of problems and persevere in solving them.** There is minimal evidence found to support this practice throughout this series. There is some evidence of multiple representations being modeled and used, but little evidence of open-ended questions. There was no evidence found for students making sense of the problem, and student problems mostly involved repeated practice using the standard algorithm.
2. **Reason Abstractly and Quantitatively.** There is no evidence to support this practice throughout this resource. Fraction lessons miss opportunities to consider reasonableness using benchmark fractions. An algorithmic approach is used and students are not given opportunities to think about the reasonableness of their results.
3. **Construct viable arguments and critique the reasoning of others.** There was no evidence cited in the sections reviewed to support this practice. There were no examples found where students had to justify an answer, explain or justify a process.
4. **Model with mathematics.** There was minimal evidence found to support this practice throughout the series. Real-world applications are limited to a few sections and there is no continuous use of problem solving in each section. There was no evidence found to support development of analyzing and drawing conclusions or refining and revising results.
5. **Use appropriate tools strategically.** Reviewers found minimal evidence of this practice throughout the series. Some evidence was found for students having opportunities to use various tools. In some cases the student book shows pictorial models but does not directly require students to apply the model. The practice of students considering strengths and weaknesses of tool selections is underdeveloped throughout. Technology is referenced, but it is unclear about how or when it would apply.
6. **Attend to precision.** Little to no evidence was found to support development of this practice throughout the sampled materials. Proper vocabulary is evident in each section of the chapter, but students are not given opportunities to communicate about the degree of precision needed for a given context or to critique the precision used by others.
7. **Look for and make use of structure.** There was minimal evidence found of this practice in the series. There is some evidence of connecting new lessons to prior learning and using patterns, but students are not given opportunities to discover structure or find generalizations and connections.
8. **Look for and express regularity in repeated reasoning.** There is no evidence of this practice in the sampled sections of this series.